

SPARTANBURG 5 SCHOOL DISTRICT

100 North Danzler Road
Duncan, SC 29334

GRADES PK-12

ENROLLMENT 6,100 Students

SUPERINTENDENT Scott Turner

864-949-2350

BOARD CHAIR Bo Corne

864-949-0860

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Districts with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

3

7

0

0

0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 31 out of 33 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Average	No

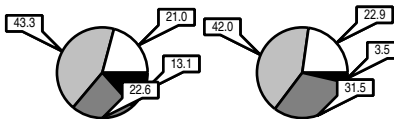
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our District****Mathematics****English/Language Arts****Districts with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	80.9	N/A	N/A	80.0	N/A	N/A
Passed 1 subtest	8.6	N/A	N/A	10.9	N/A	N/A
Passed no subtests	10.6	N/A	N/A	9.1	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	17.4	16.8
Seniors who met the SAT/ACT requirement	18.5	17.1
Seniors who met the grade point average	54.0	57.7

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	2,925	99.8	22.9	42.0	31.5	3.5	35.0
Gender							
Male	1,544	99.7	29.1	40.8	27.9	2.1	30.0
Female	1,381	99.9	16.0	43.3	35.4	5.2	40.6
Racial/Ethnic Group							
White	2,040	99.8	17.6	41.2	36.9	4.3	41.2
African-American	692	99.7	38.0	42.3	17.9	1.7	19.6
Asian/Pacific Islander	58	100.0	17.2	48.3	27.6	6.9	34.5
Hispanic	123	100.0	31.4	50.0	18.6	0.0	18.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,429	99.9	14.6	44.6	36.7	4.2	40.8
Disabled	496	99.2	63.4	29.8	6.4	0.4	6.9
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	2,925	99.8	22.9	42.0	31.5	3.5	35.0
English Proficiency							
Limited English Proficient	124	100.0	34.2	44.7	18.4	2.6	21.1
Non-Limited English Proficient	2,801	99.8	22.4	41.9	32.1	3.6	35.6
Socio-Economic Status							
Subsidized meals	1,267	99.7	36.0	44.8	18.0	1.2	19.2
Full-pay meals	1,658	99.9	13.6	40.1	41.2	5.2	46.4
Mathematics							
All Students	2,925	99.7	20.9	43.4	22.6	13.1	35.8
Gender							
Male	1,544	99.7	21.9	42.2	22.0	13.9	35.9
Female	1,381	99.7	19.7	44.7	23.3	12.3	35.6
Racial/Ethnic Group							
White	2,040	99.8	14.8	42.0	26.4	16.8	43.2
African-American	692	99.6	39.6	44.7	11.9	3.9	15.8
Asian/Pacific Islander	58	100.0	5.2	53.4	25.9	15.5	41.4
Hispanic	123	100.0	24.5	55.9	17.6	2.0	19.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,429	99.9	13.8	44.7	25.9	15.6	41.5
Disabled	496	98.8	55.2	36.8	6.6	1.3	7.9
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	2,925	99.7	20.9	43.4	22.6	13.1	35.8
English Proficiency							
Limited English Proficient	124	100.0	22.8	58.8	14.0	4.4	18.4
Non-Limited English Proficient	2,801	99.7	20.8	42.7	23.0	13.5	36.5
Socio-Economic Status							
Subsidized meals	1,267	99.5	32.8	47.4	15.3	4.6	19.8
Full-pay meals	1,658	99.9	12.4	40.5	27.9	19.2	47.1

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	452	100.0	17.6	34.3	44.2	3.9	48.1
	Grade 4	474	99.8	20.3	41.3	35.4	3.0	38.4
	Grade 5	494	99.6	33.2	50.4	16.2	0.2	16.4
	Grade 6	561	100.0	31.7	37.7	26.4	4.2	30.6
	Grade 7	393	100.0	26.6	46.1	26.0	1.4	27.4
	Grade 8	504	99.4	33.2	45.7	17.8	3.4	21.1
2004	Grade 3	466	99.8	15.3	33.0	45.5	6.1	51.6
	Grade 4	469	99.6	19.1	33.9	43.9	3.0	47.0
	Grade 5	508	100.0	22.3	50.6	25.7	1.4	27.1
	Grade 6	502	99.8	31.1	42.5	22.4	4.1	26.4
	Grade 7	570	99.8	25.0	43.9	28.4	2.7	31.1
	Grade 8	411	99.8	27.9	46.9	21.5	3.7	25.2

Mathematics								
2003	Grade 3	452	100.0	15.9	50.6	23.9	9.6	33.5
	Grade 4	474	100.0	12.7	41.8	24.8	20.7	45.5
	Grade 5	494	100.0	21.3	50.3	20.2	8.2	28.4
	Grade 6	561	99.8	19.2	34.7	27.2	19.0	46.2
	Grade 7	393	100.0	27.4	37.7	19.2	15.7	35.0
	Grade 8	504	99.8	30.7	48.5	13.9	6.9	20.8
2004	Grade 3	466	100.0	16.6	57.9	20.1	5.5	25.5
	Grade 4	469	99.6	17.0	40.7	26.1	16.3	42.4
	Grade 5	508	99.4	22.2	42.3	19.0	16.4	35.5
	Grade 6	502	100.0	15.2	39.8	27.2	17.8	45.0
	Grade 7	570	99.7	28.5	37.5	22.2	11.7	34.0
	Grade 8	411	99.8	29.4	45.7	17.3	7.7	24.9

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	410	96.8	14.5	26.7	31.8	27.0	58.8
Gender							
Male	202	96.0	16.7	28.6	30.2	24.5	54.7
Female	208	97.6	12.4	24.9	33.3	29.4	62.7
Racial/Ethnic Group							
White	304	96.7	8.5	23.2	34.8	33.4	68.3
African-American	89	97.8	34.1	38.8	21.2	5.9	27.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	92.9	25.0	33.3	16.7	25.0	41.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	338	98.5	7.9	24.6	35.6	31.9	67.5
Disabled	72	88.9	48.4	37.5	12.5	1.6	14.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	410	96.8	14.5	26.7	32.4	27.0	58.8
English Proficiency							
Limited English Proficient	11	100.0	30.0	30.0	40.0	N/A	40.0
Non-Limited English Proficient	399	96.7	14.1	26.6	31.6	27.7	59.3
Socio-Economic Status							
Subsidized meals	107	93.5	33.3	33.3	24.2	9.1	33.3
Full-pay meals	303	98.0	8.2	24.5	34.4	33.0	67.3

Mathematics							
All Students	410	96.6	13.8	28.1	32.4	25.8	58.2
Gender							
Male	202	95.5	15.7	22.0	33.0	29.3	62.3
Female	208	97.6	11.9	33.8	31.8	22.4	54.2
Racial/Ethnic Group							
White	304	96.7	9.9	25.3	33.1	31.7	64.8
African-American	89	96.6	27.4	36.9	28.6	7.1	35.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	92.9	16.7	41.7	33.3	8.3	41.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	338	97.9	6.7	26.6	36.1	30.6	66.7
Disabled	72	90.3	49.2	35.4	13.8	1.5	15.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	410	96.6	13.8	28.1	32.4	25.8	58.2
English Proficiency							
Limited English Proficient	11	100.0	20.0	40.0	20.0	20.0	40.0
Non-Limited English Proficient	399	96.5	13.6	27.7	32.7	25.9	58.6
Socio-Economic Status							
Subsidized meals	107	94.4	28.0	36.0	28.0	8.0	36.0
Full-pay meals	303	97.4	8.9	25.3	33.9	31.8	65.8

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	317	97.8%	298	17.4%	321	86.6%	N/A
Gender							
Male	148	98.6%	146	19.2%	161	81.4%	
Female	169	97.0%	152	15.8%	160	91.9%	
Racial/Ethnic Group							
White	243	98.4%	229	22.3%	247	86.2%	
African American	65	95.4%	61	1.6%	65	87.7%	
Asian/Pacific Islander	4	I/S	4	I/S	4	I/S	
Hispanic	5	100.0%	4	I/S	5	80.0%	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	286	99.0%	272	19.1%	279	90.7%	
Disabilities other than speech	31	87.1%	26	0.0%	42	59.5%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	311	97.7%	298	17.4%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	1	I/S	4	I/S	
Non-LEP	317	97.8%	297	17.5%	317	86.4%	
Socio-Economic Status							
Subsidized meals	63	95.2%	49	6.1%	69	73.9%	
Full-pay meals	254	98.4%	249	19.7%	252	90.1%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	97.8%	96.4%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	321	790
Number of Diplomas	278	633
Rate	86.6%	81.8%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	481	493	502	507	983	1000
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	19.3	19.9	19.7	20.3	20.1	20.3	19.6	20.0	19.8	20.2
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 6,100)				
First graders who attended full-day kindergarten	94.7%	N/C	95.9%	97.2%
Retention rate	2.8%	Up from 0.2%	3.8%	5.3%
Attendance rate	96.3%	Up from 95.6%	96.3%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.1%		6.0%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%		4.5%	5.1%
Eligible for gifted and talented	16.1%	Up from 13.8%	16.5%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.5%	Down from 13.1%	11.7%	10.9%
Older than usual for grade	2.4%	Up from 2.3%	3.0%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 0.6%	0.8%	1.1%
Enrolled in AP/IB programs	10.6%	Down from 10.7%	11.8%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	129	Down from 147	145	157
Completions in adult education GED or diploma programs	51	Down from 74	60	39
Annual dropout rate	1.0%	Down from 2.7%	2.7%	2.9%
Teachers (n= 445)				
Teachers with advanced degrees	59.3%	Up from 55.2%	55.3%	50.0%
Continuing contract teachers	84.3%	Up from 81.9%	85.9%	84.6%
Highly qualified teachers**	94.8%	N/A	93.7%	92.5%
Teachers with emergency or provisional certificates	3.1%		2.2%	4.4%
Teachers returning from previous year	91.3%	Up from 90.0%	92.5%	89.9%
Teacher attendance rate	94.7%	Down from 95.4%	95.3%	94.7%
Average teacher salary	\$41,888	Up 1.5%	\$42,062	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.0%	0.3%
Prof. development days/teacher	11.7 days	Down from 20.2 days	11.6 days	12.0 days
District				
Superintendent's years at district	0.5	Down from 5.0	2.0	3.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 18.4 to 1	22.8 to 1	21.0 to 1
Prime instructional time	89.6%	Down from 90.1%	90.3%	89.5%
Dollars spent per pupil*	\$7,264	Down 2.1%	\$6,766	\$7,217
Percent of expenditures for teacher salaries*	60.6%	No change	58.0%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	98.1%	Down from 98.9%	99.0%	97.3%
Number of schools	8	No change	11	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	1.8%	No change	3.5%	4.3%
Average age in years of school facilities	16	Down from 17	21	26
Number of schools with SACS accreditation	8	Up from 7	9	8
Average administrator salary	\$70,368		\$70,013	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.7%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	2 trustees elected to single-member seats, 7 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	0.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

District Five Schools of Spartanburg County is home to nine highly successful, award-winning schools. Located in the center of a vibrant, rapidly growing international business community, we serve 6100 students with a staff of over 750. Our mission is to offer opportunities and cultivate excellence in many areas of education. We seek to achieve this mission by presenting students with a wide array of meaningful choices while staffing our schools with the finest professionals and support staff available.

We believe that the practice of measuring student achievement is vital to the fulfillment of our educational mission. We also believe that there are factors and criteria other than test scores that must be present for a school to be considered successful. The report card that you are reading presents our standardized testing results as a key indicator of our success or failure. These results are important. They do not, however, represent the sole measure of accomplishment for a school or district.

There are many factors that must be combined in order for a school district to provide quality service to its customers. Among other things, a district must have a quality staff, adequate facilities, superior academic programs, dedicated leadership, adequate resources, and the support of community members. We attempt to balance these factors with state and federally mandated standards and testing every day. The task of achieving excellence is made more difficult by the ever-increasing budget challenges that public education is facing. Fortunately, we have a talented and resourceful staff of professionals in District Five who meet these challenges and enable our children to succeed.

As we look to the future, we will continue to focus on growth and improvement for our educational system in District Five. We pledge to offer the students of our district a world-class education in a safe, inviting, and friendly environment. Our children deserve the best and we will make every attempt to provide for their needs.